

Holding Space Program: Supporting the Emotional Journey of Implementing Trauma-informed Practice in Early Childhood Settings

Acknowledgement of Country

The Holding Space Program team respectfully acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures; and to Elders past and present.



Image: Charles Sturt University, Albury (Wiradjuri Land)



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<https://arts-ed.csu.edu.au/schools/education/events/holding-space>

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Holding Space Program

Holding Space =



A community of respect;
A community of regulation



Workshop 2:

Stress, Trauma, and the Brain:
The Neurosequential Model

*Implemented on the CSU Albury-Wodonga
Campus Tuesday April 1st 2025*

Workshop 2: Key Take Aways

1: Everything is easier when we feel safe

2: Regulate → Relate → Reason

3: Use little moments to regulate & relate!

Take a little moment



Feeling Safe

(Slide 1 of 2)

Did you know that the word safe is mentioned 77 times in the Early Years Learning Framework V2.0? (Australian Government Department of Education, 2022)

- Feeling safe goes beyond worrying that an animal is going to get you
 - It is more often how we feel around others that keeps us from being our own authentic selves

Imagine that you have just found out that you have a new job at an early childhood service

What would help you to feel like it was okay to make a mistake?

What would help you to feel like it was okay to ask questions?

What would help you to feel comfortable not knowing all aspects of your role?



Feeling Safe

(Slide 2 of 2)

How could you
use this idea of
'feeling safe' in
your work with
children,
and/or your
colleagues?



The Neurosequential Model

- Watch the following video and jot down anything that resonates with you

Stress, Trauma, and the Brain: Insights for Educators-
with Bruce D. Perry, MD, PhD



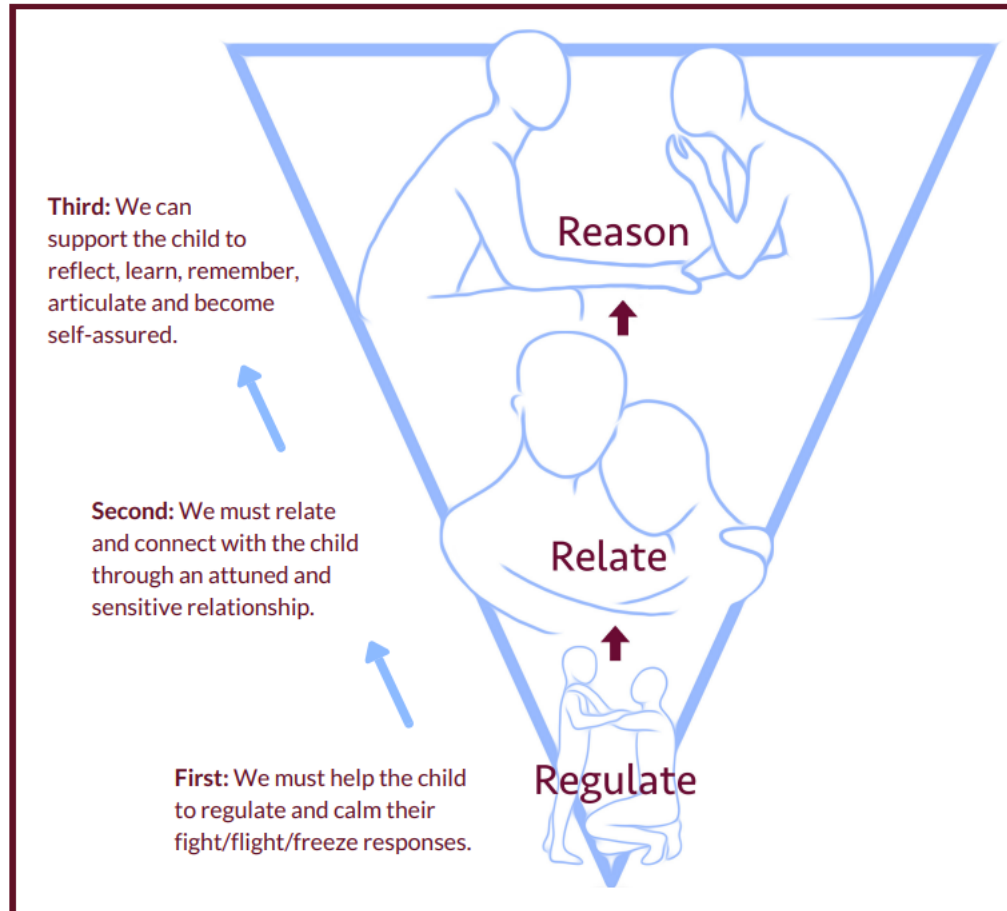
- [https://www.youtube.com/watch?v= 3is 3XHKKs](https://www.youtube.com/watch?v=3is3XHKKs)

- (ThinkTVPBS, 2020)

- Take a little moment to discuss what you wrote down with your colleagues
 - And anything that you would like to know more about

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



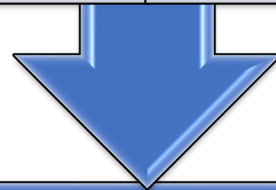
Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Strategies for Practice

What have you found to be effective for **Regulating** (calming the fight/flight/freeze response):

In yourself?

In others (including children)?



What have you found to be effective for **Relating** and connecting (building feelings of safety)

In yourself?

With others (including children)?



Take a little moment



**Do you use this practice already, with children
and/or your colleagues?**



**How could you use this “take a little moment” in
your work?**



References

Australian Government Department of Education (2022).

Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0). Australian Government Department of Education for the Ministerial Council

ThinkTVPBS (2020). *Stress, Trauma, and the Brain: Insights for Educators*- with Bruce D. Perry, MD, PhD

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